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ABSTRACT

The Rokeach Value Survey was administered to 53 students upon their entry into teacher preparation and to 42 experienced teacher educators selected from California institutions of higher education. The values of self-respect, competence, independence, and imagination were consequential to the teacher educators but of little import to the students. The instrumental value, competence, is of special concern since nearly one-fourth of the students did not perceive it to be crucial for personal success, whereas teacher educators ranked competence high as an important ingredient to success. A clash of values is to be expected unless strategies for intervention are applied. (Author)

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Merle Marks and Johanna Lemlech

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DO THE VALUES OF TEACHER EDUCATION STUDENTS DIFFER FROM THE "GATEKEEPERS"?

Introduction

Preparatory patterns in teacher education which differ and change periodically are often due to educators' convictions about the state of the art. Frequently, institutions' program designs are based upon philosophic beliefs associated with particular schools of philosophic thought, and graduates from these philosophically based institutions are presumed to mirror their training goals.

Preparatory patterns are also influenced by the emergence of new societal goals that are often accompanied by legislative enactments and categorical funding. Thus financial pressure motivates the design of training programs to develop specific instructional competencies, and graduates from these programs are expected to exhibit program competency goals.

Despite the fact that training programs may vary in value orientation, probably there are factors common to all programs, such as: components involving field work and practice teaching, foundation courses and methods courses. One may also presume common factors about the Teacher Educators: professional commitment and dedication to teaching and successful teaching experience prior to the Teacher Educator role.

It is reasonable to assume that good teachers DO emerge from many different preparatory programs. In fact, in recent years some Teacher Educators have attempted to pinpoint specific personal factors vs. program factors that make a difference

between successful and unsuccessful classroom performance. Considerable evidence in educational literature points to one of the differentiating factors. It appears that successful teachers perceive their teaching role differently than less successful teachers. (1,7) Teaching problems and decisions are approached dissimilarly by the two groups. Attitudes and beliefs, such as: sense of responsibility, feeling of being in control, personal courage, do affect teaching personality and correlate with the teacher's classroom effectiveness.

In the classroom successful teachers appear more concerned about student success. Brophy and Evertson (1) noted that successful teachers in both high and low SES schools held a positive attitude that their children could learn. Brophy and Good (2) concluded that the teacher's attitude and expectations affect the teacher's behavior with children. If teachers believe their children can learn, then they take personal responsibility to make it happen. The nature of the self-fulfilling prophesy would seem to suggest that Teacher Educators might make a similar contribution if they believed that certain attitudes, beliefs, or values make a difference in classroom teaching. Would it be reasonable to expect preparation programs to incorporate the means of enhancing personal components--for instance, self confidence, responsibility, personal commitment to the development of instructional skill competencies?

Research About Values

Values are normally taught through cultural experiences, contact between the individual and others and interaction with

society and societal institutions. For instance, religious institutions exist to inculcate and satisfy religious values. Despite an historical claim of value neutrality, education institutions function to teach values related to educational goals. As the individual participates in institutional experiences, values are learned.

The research of Rokeach (4) provides evidence that values represent enduring beliefs and determine the individual's attitudes and behavior. Values are more all encompassing than attitudes. While the individual holds tens of thousands of attitudes, values are relatively few and can be organized hierarchically into value systems. The individual's value system provides impelling information that facilitates the evaluation process so that each person chooses between modes of behavior according to the personal importance or priority of the particular value.

The Rokeach Value Survey has been used by many researchers to identify and describe individual preferences and relations among values, attitudes, and behavior. The Value Survey contains two sets of values labeled by Rokeach as terminal values and instrumental values. Terminal values represent end-states of existence; instrumental values represent the "means" the individual uses to achieve personal goals. Respondents to the survey are asked to rank each set of values in order of importance as guiding principles in their lives. Certain of the values have been identified as an indication of institutional influence. (5) For instance, if a respondent valued highly the terminal value salvation and the instrumental value forgiving, it would be indicative of

religious institutional influence. The values freedom and equality are political values and distinguish individuals of different political beliefs; family security is a family value, and national security is a military value.

Education develops four terminal values according to Rokeach: a sense of accomplishment, self respect, wisdom and freedom. Instrumental values associated with education include: being responsible, capable, broadminded and intellectual. High ranking these eight values would indicate a strong educational orientation. In his study of institutional values, Rokeach also found evidence that there are additional values associated with education. These values include equality, inner harmony, family security (terminal values) and the instrumental values of being honest, courageous, imaginative, independent, logical and helpful. It should be noted that some values have significance for more than one social institution.

Value Change

In a study of belief system change in student teachers at Central Michigan University, researchers Greenstein and Greenstein (3) used the Value Survey to assess values and other tests to measure manipulative tendencies and openmindedness. As typical in other pre and post-test studies of student teachers, these researchers concluded that student teaching affected belief system change in undesired ways.

Research at the University of Western Ontario (6) indicated that long-term value change can be induced by using computer feedback. Self dissatisfaction with value responses when compared with a positive reference group induced value changes among college

students enrolled in introductory psychology classes.

Other researchers have also verified that when information is presented to subjects about their own and others' values, subjects tend to self evaluate their own values, attitudes, and behaviors and compare it with a positive reference group. Value and behavioral changes can be induced when individuals are given feedback about positive comparison groups. Thus it appears likely that Teacher Educators could indeed develop specific target values in a preparatory program for potential teachers. Specialized areas of teaching, such as, bilingual cross-cultural, alternative school, mainstreaming may be a few of the job specialties that are in need of defining specific program values.

It would appear that selection of future teachers should be influenced by the matrix of values already held by the prospective teacher and the relationship of those values to successful teaching. This is not to say that all who wish to become successful teachers must maintain a hierarchy of values congruent with those already identified by researchers. We are dealing with an unmanageable number of variables within an infinite number of environments, and we can only hope to point in a general direction. Each person's hierarchy of values should be considered within the framework of his/her objectives and aspirations within the field of education.

The purpose of this study was two fold: a) to determine how closely California Teacher Educators accept values identified by Rokeach as education related; b) to determine how closely a sample of first semester education students share values similar to teacher educators.

Method

The Rokeach Value Survey was administered to two groups of students who were attending the first course in a sequence of professional preparation for a teaching career. The instrument was administered Spring and Fall of 1976. A group of 50 teacher educators was selected from among the state colleges and universities, private institutions, and the University of California system in the approximate ratio currently existing in the state. Forty-two teacher educators responded to the survey (Fall, 1976) while a total of 53 students responded as "captive" groups in their university classrooms (Spring-Fall, 1976).

The Rokeach Value Survey instructions direct the respondent to rearrange 18 'terminal' values from their original alphabetical order ranging from most important to least important to the individual. The same procedure is followed for 18 "instrumental" values. The researchers defined high, low, and middle range values in the following way:

High Value - A value which was listed as being among the top six (1-6) in importance to the respondent

Low Value - A value which was listed as being in the lowest six (13-18) in importance to the respondent

Middle Value - A value which was listed within the middle six (7-12) in importance to the respondent

The statistic Chi Square was applied to identify significant differences between the two groups. Assumptions: Teacher Educators selected for this study are also successful teachers. Values held by Teacher Educators contribute to their success as teachers.

Results

Of the four terminal education values identified by Rokeach (sense of accomplishment, self respect, wisdom, freedom) California Teacher Educators validated them as having high value. (TABLE A) The student group valued freedom highly but placed the other three values in their middle range. A greater number than expected of the Teacher Educators believed that self respect is among the values most important to them but the students did not have as strong positive feelings about it. This difference was statistically significant.

Three instrumental values identified by Rokeach (responsible, capable, intellectual) were validated by the California Teacher Educators. The fourth instrumental value (broadminded) was valued in the middle range by the educators.

At a statistically significant level, Teacher Educators hold the value of being capable to be among the most important values. Fewer students than expected believed it to be of most importance. Surprisingly, nearly 1/4 of the students ranked being capable among the lowest values within their hierarchy.

In addition, the superior teachers (teacher educators) placed greater importance upon being imaginative than statistically predicted, while students attached a lesser importance to being imaginative.

The value of independence was also statistically significant. More Teacher Educators placed importance on the value of being independent, while fewer than expected placed little importance on the value.

TABLE A

VALUES ASSOCIATED WITH EDUCATION

	Level of Sig.	Values of Relative Importance to:	Values of Relative Unimportance to:
TERMINAL VALUES COMMONLY HELD BY EDUCATORS			
A sense of Accomplishment (Lasting Contribution)	n.s.		
Self-respect (Self-esteem)	.05	Teacher Educator	----
Wisdom (A mature Understanding of Life)	n.s.		
Freedom (Independence, Free Choice)	n.s.		
TERMINAL VALUES, EDUCATION AND OTHERS			
Equality (Brotherhood, Equal opportunity for all)	n.s.		
Inner harmony (Freedom from inner conflict)	n.s.		
Family security (taking care of loved ones)	n.s.		
INSTRUMENTAL VALUES COMMONLY HELD BY EDUCATORS			
Responsible (Dependable, Reliable)	n.s.		
Capable (Competent, Effective)	.01	Teacher Educator	Student
Broadminded (Open-minded)	n.s.		
Intellectual (Intelligent, Reflective)	n.s.		
INSTRUMENTAL VALUES, EDUCATION AND OTHERS			
Honest (Sincere, Truthful)	n.s.		
Courageous (Standing up for your beliefs)	n.s.		
Imaginative (Daring, Creative)	.01	Teacher Educator	Student
Independent (Self-reliant, Self-sufficient)	.01	Teacher Educator	Student
Logical (Consistent, Rational)	n.s.		
Helpful (Working for the welfare of others)	n.s.		

Significant differences are attributed to individual differences in hierarchal ratings between Teacher Educators and Students

Of particular interest was the ranking of some of the other instrumental values. Teacher Educators ranked obedience, cleanliness and ambition as relatively unimportant, and the students ranked happiness, an exciting life and a comfortable life as relatively important. (TABLE B)

Discussion

The California Teacher Educators appeared to agree with the Rokeach "gatekeepers" in terms of terminal education values and the students did not strongly disagree with any of the terminal education values; therefore, there should not be any particular conflict between the two groups in terms of ultimate goals.

The analysis of the instrumental values, however, reveals areas of possible conflict and implications for program design. One may suspect that these differences may stem from "generation gap" or other background variables. Perhaps a study of identifiably successful teachers who approximate the age group of the prospective teachers could provide a more definitive comparison. In terms of ways to achieve success in the classroom, the students may very well have some problems with their Teacher Educators and with successful teachers in the public schools. For instance, since almost 1/4 of the students did not perceive competence (capable) as crucial for personal success, their determination to develop high level teaching skills may not measure up to professional goals or recent legislated standards. Effective classroom procedures are not achieved easily and the students may be surprised at the effort required to reach an acceptable level of competency.

TABLE B

VALUES NOT CLOSELY ASSOCIATED WITH EDUCATION
WHICH PRODUCED SIGNIFICANT RESULTS

	Level of Sig.	Values of Relative Importance to:	Values of Relative Unimportance to:
TERMINAL VALUES			
Happiness (Contentedness)	.001	Student	Teacher Educator
An exciting life (A stimulating, active life)	.05	Student	Teacher Educator
A comfortable life (A prosperous life)	.05	Student	-----
Social recognition	.05	-----	Student
Salvation	.05	Student	Teacher Educator
INSTRUMENTAL VALUES			
Ambitious (Hard-working, Aspiring)	.05	Student	Teacher Educator
Clean (Neat, Tidy)	.05	Student	Teacher Educator
Polite (Courteous, Well-mannered)	.05	Student	Teacher Educator
Obedient (Dutiful, Respectful)	.01	-------	Teacher Educator

Significant differences are attributed to differences in hierarchal ratings between Teacher Educators and Students

Imagination and independence were not valued highly by the students. Yet teaching in multicultured, diversely populated schools demands the use of a variety of teaching strategies and striving for congruence between learning styles of children and teaching approaches. Students will need to learn to assess learning modalities and choose appropriate techniques which may be unique and require a great deal of creative thought. If the students believe that they can teach as they have been taught in parochial or public schools or that imitation is all that will be required of them, they are in for a rude shock.

Students and Teacher Educators differed about a number of other values which may have a personal effect upon successful teaching. Ranked as relatively important to the students were a comfortable life, an exciting life, happiness, ambition, cleanliness, politeness, and salvation. Salvation is an unexpected finding until one realizes that a significant number of students were of (religious) parochial school background. Are these values realistic in terms of importance in the profession or do these value differences represent a generation gap? Will the students, as new teachers, expect teaching to provide an "exciting life"? How comfortable (an economic value) is the life of a new teacher? As new teachers, will the students expect courtesy, cleanliness and ambition from all of their students: This cluster of values may contribute to disillusionment during the initial stages of a teaching career.

Implications For Program Design

The goal of a teacher education program should be to develop instructional competence in the broadest sense of the term. All other goals are subordinate; therefore, it would appear that the

prospective teacher must be educated to accept the premise that if children fail to learn, their teachers have failed to teach. Using this premise all aspects of the training program should be planned, implemented, and evaluated to provide continuous feedback to the pre-teacher concerning the "signs" of professional growth.

Frequent praise and constuctive criticism should be offered as the pre-teacher models teaching behaviors. Attention should be directed at the pre-teacher's success-rate so that self confidence and self esteem are not sacrificed during the training period. The beginning teacher may need reassurance that competence is developmental.

Personal skill accountability may need to be taught so that the pre-teacher accepts professional responsibility for growth. The beginning teacher should be helped to see the relationship between teacher behavior and student behavior. In addition, interpersonal relationships, known to be important in teaching, should be emphasized since the teacher of the 1980's will have to work with many adults in the classroom and in the community as well as with children in the classroom.

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